ALLAN HANCOCK COLLEGE - FIRE TECHNOLOGY PROGRAM

800 South College Drive Santa Maria, CA 93454-6399 (866) 342-5242 Ext.3282 Chief Dan Coffman, MSPA Dcoffman@hancockcollege.edu • www.hancockcollege.edu

October 12, 2007

Chief Ronny J. Coleman, Chair Statewide Training and Education Advisory Committee 1131 S Street Sacramento, CA 94244

Subject: Report on the Beta Test of the CFSTES Fire Management 1 Internet\Hybrid class.

Dear Chief Coleman and STEAC Members:

The following is a preliminary report on the CFSTES Fire Management 1 class that was taught in a Hybrid (32 hours Internet\8 hours Classroom) fashion from Allan Hancock College May 29 - June 16, 2007. This class is the first of the CFSTES Fire Officer classes authorized by STEAC to be Beta Tested through delivery in an Internet or Hybrid manner.

This report is based on the feedback received from students who attended the Management 1 class, comments from members of STEAC and the fire service at large and from my own observations as the course instructor.

Fire Management 1 was taught in a Hybrid fashion. Thirty two hours of instruction were conducted on the Internet from Allan Hancock College on the Blackboard Platform and an eight hour session of instruction was conducted in a classroom setting. To improve the attendance of students from throughout the state, three classroom sessions were offered. In Burlingame, hosted by the Central County Fire District, at Hancock College in Santa Maria and in Long Beach, hosted by the Long Beach Fire Department. For greater understanding on how the class was conducted, the material covered and assessment process, the Course Syllabus is included in this report starting on Page # 3.

The feedback received from students is drawn from a comprehensive questionnaire that includes the standard post course survey provided by State Fire Training, general questions on the delivery of Fire Officer classes on the internet and specifically related to this Fire Management 1 class. The questionnaire with all the findings and comments is included in this report starting on Page # 21.

The Demographics

Fifty—two students participated in the online coursework, attended the mandatory 8 hour classroom session and took the post course exam, all of these students passed the course exam, passed the course and earned 2 units of college credit. All except one of these students were employed by a fire department, the other, a Building official from Arroyo Grande was seeking to move into fire prevention. Eleven students came from Northern California, eighteen from the Central California and twenty-three from Southern California. Students came from fifteen counties and thirty-three fire departments. A matrix is provided below.

Among those that responded, students included all the ranks from Reserve Firefighter to Fire Captain and a Building Official. Their average age was nearly 36 years and 11 year of experience. Ten students had some college, eight had Associate's Degrees, eight had Bachelor's Degrees and one a graduate degree.

The Observations and Recommendations

From my perspective, for the first time out, this class went very well requiring very little change in the future. Generally the comments were favorable regarding the CFSTES program and this class. On those questions specific to the online and hybrid classes, the feedback was positive and supportive of the online delivery of the Fire Officer classes.

Respondents want more classes offered on-line and plan to attend the others offered. For Example, Command 1A and Command 1B were recently advertised and the classes filled within a few days.

Relative to the Management 1 class, a majority of the respondents were positive about the coursework, including the Goals Paper, Management Scenarios, quizzes and prefer taking the course completion exam online. They thought the class could be taught completely on-line, that the IFSTA Fire and Emergency Services Officer 4th edition book should be used exclusively and that the CFSTES Student Manual be eliminated. This class was officially three weeks long. Students on average preferred that it be five weeks. For additional perspective refer to the Questionnaire starting on page # 21.

Respectfully Submitted;

Dan Coffman, Professor Fire Technology Program

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800 South College Drive Santa Maria, CA 93454-6399 (866) 342-5242 Ext.3282 Chief Dan Coffman, MSPA Dcoffman@hancockcollege.edu • www.hancockcollege.edu

Summer 2007

Subject: CFSTES Fire Technology 326 Fire Management 1 On-Line. Summer Jump Start 2007 Session

Dear Prospective Fire Management 1 Student:

Thank you for your interest in enrolling in the CFSTES Fire Management 1-Management & Supervision for Company Officers on-line at Allan Hancock College. This Letter and the Course Overview below, will provide information on the course, assignments and other information pertinent to taking this on-line class. The Summer Jump Start 2007 Session is a short three weeks that runs from May 29 – June 14, 2007.

While this class does not officially begin until May 29th and you will not be able to access Blackboard to take the post reading quizzes and final exam until that date, you can order your books, start the Reading Assignments and e-mail me

your "Goals Paper".

You should also contact me at: Dcoffman@hancockcollege.edu with the following information: Your location preference for the In-Class Session (on a first come – First Served basis), the class (es) you are taking with me in the Summer, your e-mail address (es), the last four digits of your social security number or full student ID number, full name, home address, daytime and home telephone numbers, and fire department you are affiliated with, if any.

But first! If you have not done so already, you need to be enrolled as a student to register for this class

ENROLLMENT & REGISTRATION INFORMATION

YOU MUST HAVE AN "Application for Admission" ON FILE to register via WebReg (on-line). Students may apply for admission on-line starting April 16th. Click on: http://www.cccapply.org/Applications/California Community College/apply/Allan Hancock College.html

WebReg will be open to all continuing students, new and returning students who have an application on file. It is not open to students concurrently enrolled in high school or international students.

<u>DISTANCE LEARNING REGISTRATION PROCEDURE</u>: Students may register for this Jump Start class on the Internet (WebReg) between May 2 – 18 and, in person, May 22-23 and May 29th. If you miss the on-line enrollment period, and do not want to travel to Santa Maria to register for classes, please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at mariangm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else! Either way, your enrollment, registration and payment must be received by May 29th, no exceptions!

Be advised, in addition to this CFSTES Fire Management 1 class offered in the "Jump Start" session, a full slate of

fire tech classes will be offered in the Summer Semester between June 18 - August 9, 2007.

Registration information and the on-line Fire Technology classes are listed below. For the Summer 2007 Schedule, other classes, costs, etc. go to: http://www.hancockcollege.edu. Click on the class schedules box.

WebReg (Online) Registration: WebReg is open to all continuing students, and new and returning students who have an application on file. Students SHOULD be able to apply on-line. Remember, APPLYING and REGISTERING are two different functions. Students must apply for admission prior to registering for classes.

To register on the internet go to the http://www.hancockcollege.edu/Default.asp?Page=55 (to view AHC's website, your computer must have Acrobat Reader 6.0). Follow the registration timetable and instructions for registration. Access to WebReg is by priority based on social security number and last name - check the priority list in the Credit Course Schedule. There will also be an open enrollment period on the web.

For inquiries or problems with your registration please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else!

<u>FYI</u>: You are **limited to 20.5 units** per semester. However, students enrolling in more than 20.5 units must have a 3.00 cumulative grade point average and obtain written permission from an AHC counselor. For details contact Counseling at: ahcconnect@hancockcollege.edu or call (866) 342-5242 ext. 3293. Students may not register for more than 20.5 units utilizing WebReg. Students who wish to add more than the permissible number of units must do so in person or by mail by the deadlines listed above.

IMPORTANT, PLEASE READ THIS ADVISORY

The CFSTES Fire Management 1 will be taught primarily on-line between May 29 – June 14, 2007. However, a *MANDITORY* eight hour session will be held in three locations: Burlingame – Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.

If, after reviewing the syllabus below, you have reservations about your ability to complete all the coursework in the short three week period allowed, or, if you can not attend the mandatory in-class portion of the class, **DO NOT ENROLL** IN THIS CLASSI. All on-line assignments and tests should be completed before you attend the in class session. The professor does not grant incompletes, **NO EXCEPTIONS!**

	CFSTES FIRE MANAGEMENT 1
	Jump Start Classes Summer 2007
	(5\29 – 6\14, 2007)
4\16	New AHC Students must apply for admission. Click on:
	http://www.cccapply.org/Applications/California Community College/apply/Allan Hancock College.html
5\2	Web Reg Registration (Registration on-line 5\2-18)
5\19-29	If you miss the on-line enrollment period, and do not want to travel to Santa Maria to register for classes, please contact. Ms.
	Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at
	mariangm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else!
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5\22-23	marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else! Either way, your enrollment, registration and payment must be received by May 29th; no exceptions! In Person Registration 5\22-23. 5\29 with instructor signature.
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Ticket #	Class #	Course Description	11.21	Professor/E-mail		Books			Ed	Pub	Yr
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7046	FT 326	CFSTES		Chief Dan Coffman	The San State of the same of t	Fire & Emergeno					2007
7048		Fire Management 1		Dcoffman@hancock		Fire Mgt. 1A Stu			1997 OF BOLDS 1144	CFSTES	2000
7051						(Available on th	ie Course	Web Site)			

BETA TEST - ON-LINE & HYBRID CFSTES FIRE OFFICER CLASSES - The California Statewide Training & Education Advisory Committee (STEAC) has authorized a Beta Test on the On-line and Hybrid delivery of the CFSTES Fire Officer classes. These classes will start with Management 1 in the Summer "Jump Start" Session from May 29 - June 14, 2007, and the remaining classes offered in the Fall Semester from August 20 - December 20, 2007. THESE CLASSES ARE FULLY ACCREDITED BY THE CALIFORNIA STATE FIRE MARSHAL. A CFSTES Course Completion Certificate will be awarded to all students that meet the requirements of each class.

While they are not yet scheduled, the 1A classes will be offered first and 1B and 1C classes after that.

An attempt will be made to schedule in-class sessions, for courses taught concurrently on-line, in the same week. For example: The classroom sessions for Command 1A would be held on Monday\Tuesday followed by Instructor 1A Wednesday, Thursday and Friday.

CFSTES FIRE OFFICER INTERNET\	IYBRID BETA TEST		
Class		Classroom	Internet
I-300: Intermediate ICS		Not Online	Not Online
Fire Command 1A: Command Principles For Company Officers	Kevin Taylor	16	24
Fire Command 1B: Incident Management For Company Officers	Kevin Taylor	14	26
Fire Command 1C: I-Zone Fire Fighting For Company Officers	Dennis Childress	10.5	29.5
Fire Instructor 1A: Instructional Techniques, Part 1	Jim Eastman	24	16
Fire Instructor 1B: Instructional Techniques, Part 2	Jim Eastman	20	20
Fire Investigation 1A: Fire Origin & Cause Determination	Jim Allen	14	26
Fire Management 1: Management/Supervision for Company Officers	Dan Coffman	8	32
Fire Prevention 1A: Introduction To The California Fire Code	Tim Capehart	0	40
Fire Prevention 1B: Introduction To The California Fire Code	Tim Capehart	0	40

HOW THE CLASS IS CONDUCTED: Online courses require students to have access to a computer with an individual email account and access to the World Wide Web. Internet access is available to students in the Allan Hancock College Learning Resources Center, located in the Library, if necessary, Learning Resources Center staff will assist students in creating an e-mail account.

The course requirements are laid out in the Class Schedule contained in the Course Syllabus below. Except for the mandatory in-class session, this class will be conducted completely on Blackboard on the Allan Hancock Web Site. To get the work done, students should read the assignments and complete the Post Reading Quizzes and the Final Exam as early as possible. Students should complete the on-line coursework before attending the classroom portion of the class. All tuition and fees must be paid, assignments and exams completed, and attendance at an In-Class Session to earn a

passing grade and the CFSTES Course Completion Certificate. The professor does not give incompletes.

To access this class on-line, go to the Allan Hancock College Web page at: www.hancockcollege.edu - Click on the "Blackboard" Icon - Go to "Login", in "User": type in the first initial of your first name and the first initial of your last name, in lower case, followed by the last five digits of your Social Security Number (example: John Doe would be jd12345) in "Password" repeat the same as entered under User, you can change your password once you are admitted into the course. When you access Blackboard - under "My Course" click on the course you are taking. Once admitted to the course, you will be taken to your own control panel, you will find a menu on the left side of the page with several options. Go to "Course Documents" first and read "COURSE UPDATE # 1", then explore the remainder of the web site.

Announcements: Timely Information will be posted here for students. Students should check here regularly for any changes or current information.

<u>Course Information</u>: Contains the Course Syllabus with all Reading & Term Assignments, a Course Schedule, & Other Information & Requirements for completing the class.

Staff Information: Contains a Bio on Professor Dan Coffman

<u>Course Documents</u>: Contains the "Course Updates", "Lecture Outlines", each corresponding "Quiz" and the "Final Exam".

Course Updates: In Course Documents. I will respond to your communiqués on a regular basis.

Example Goals Paper\Education & Career Plan: In Course Documents. To be used as a guide for your Goals Paper.

<u>Lecture Outlines</u>: Contains the "Lecture Outlines" on each Reading Assignment. You are encouraged to print and review the Lecture Outlines and read the corresponding assignment in the text prior to taking each corresponding Quiz which are found at the bottom of the page in each lecture.

Quizzes: To take the Quizzes, click on "Course Documents" and select the corresponding "Lecture" (i.e. FT 101 Lecture 1 contains the link to Quiz 1) to access the Quiz. You are encouraged to read the corresponding assignment, and print and review the Lecture Outlines prior to taking each corresponding Quiz. The Quizzes are found at the bottom of the page in each lecture.

Final Exam\Management 1 Exam: The Final Exam can be found on the "Course Documents" page. You should only take this exam after successfully taking all of the quizzes.

All Quizzes and the Final Exam are timed and only allow access once, after which you will be locked out. Students will be given 60 seconds to answer each question. If you do not successfully take and submit the quiz or exam within the time allowed you will see one of two characters in that exams grade box on the grade sheet. An "Exclamation Point" will show when you have exceeded the time allowed to take the exam, and a "Padlock" will show when you have been locked out of the exam due to a mistake or a server error. In both cases, I will reset the exam and you will need to take it over. I will only allow two resets in the class.

<u>Discussion Board</u>: The "Discussion Board" is a great bulletin board forum is to post and gain information and to expand your network. Just remember, this is a professional forum and you should keep the tone as such. If you have questions, post them here. If you want to network, use this opportunity often. If you have inquiries of a personal nature, contact me by e-mail at Dcoffman@hancockcollege.edu Don't forget to identify yourself and the class you are in.

Management Scenarios: Six management scenarios will be posted on here.

Extra Credit: This Forum should be used to post and comment on news articles, media broadcasts and internet articles.

<u>Tools</u>: on the left side of the home page for the class is used to determine your exam grades. Select "Check Grade" to determine your scores look under the "Score" column for each exam.

<u>Pop-up Blocker</u> - Be Advised! If you click on a Quiz or Exam and it does not appear, shut the Pop-up Blocker off ad it should appear.

E-mail: You should communicate with me by e-mail at: dcoffman@hancockcollege.edu. Don't forget to identify yourself and the class you are in.

While you may take the quizzes and final exam anytime between May 29^{th} – June 16^{th} , you can All on-line coursework and exams for CFSTES Fire Management 1 should be completed before you attend the In-Class Session, you may take the quizzes and final exam early if desired. I

A <u>MANDITORY</u> eight hour "in-class" session will be held in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am - 5pm.

Fire Technology 326 CSFTES FIRE MANAGEMENT 1 - ON-LINE

Management & Supervision for Company Officers

Summer Jump Start 2007 Semester Ticket # 7046, 7048, 7051

Course Syllabus

IMPORTANT, PLEASE READ THIS ADVISORY

The CFSTES Fire Management 1 will be taught primarily on-line between May 29 – June 14, 2007. However, a **MANDITORY** eight hour session will be held in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.

If, after reviewing the syllabus below, you have reservations about your ability to complete all the coursework in the short three week period allowed, or, if you can not attend the mandatory in-class portion of the class, *DO NOT ENROLL IN THIS CLASS!* All on-line assignments and tests should be completed before you attend the in class session. The professor does not grant incompletes, **NO EXCEPTIONS!**

COURSE DESCRIPTION: Fire Technology 326 CFSTES Fire Management 1 - This course is designed to prepare the student to become a manager of a fire company. The course emphasizes the organizational structure and process as well as managerial control, including determining goals and objectives, performing task analyses, evaluating and monitoring performance, and developing communication and coordination skills. (GR) (A) 2 Units Credit. This hybrid class is 40 hours of instruction. 32 hours on-line, 8 hours in the classroom.

COURSE DATES: This hybrid course will be conducted on-line between May 29 – June 14, 2007, with an eight hour classroom session held, from 8 am – 5pm, in three locations:

- Burlingame Wednesday 6\13, Burlingame Fire Department location pending
- Santa Maria Thursday 6\14, at the Allan Hancock College Fire and Emergency Services Center, 800 South College Drive in Santa Maria
- Long Beach Saturday 6\16, at the Long Beach Fire Department Training Center, 2249 Argonne Avenue in Long Beach.

For directions contact Map Quest at: http://www.mapquest.com/ After students register for this class, they should contact me at: Dcoffman@hancockcollege.edu with the following information: Your location preference for the In-Class Session (on a first come – First Served basis), the class (es) you are taking with me in the Summer, your e-mail address (es), the last four digits of your social security number or full student ID number, full name, home address, daytime and home telephone numbers, and fire department you are affiliated with, if any.

Students may complete the on-line coursework any time prior to June 14th, however should have completed all on-line assignments prior to attending the in-class session. Any student that has not completed the term assignments and exams by the last day of classes and attended an in-class session, will receive a failing grade in the class and not be awarded their SFM Course Completion Certificate. Also, money spent for this class and for the SFM Certificate will not be refunded. The Professor does not give incompletes! The last day to drop this class is June 8th.

LOCATION: On Blackboard - http://www.hancockcollege.edu

PROFESSOR: Chief Dan Coffman, MSPA; Allan Hancock College, Fire Technology Program.

CONTACTING THE PROFESSOR: It is expected that most communication between students and the professor will take place by E-mail: Dcoffman@hancockcollege.edu. Phone messages can be left at (866) 342-5242 Ext. 3282 or, for urgent matters, I can be reached at my Home: (714) 377-8867. This is a private line, so do not give it out.

OFFICE HOURS: On-line, in person at Hancock college June 14th or by arrangement with the professor.

<u>FEES</u>: This is a 2 unit class. For fees and other charges, see Page # 11 and for Registration Forms, see pages 24-25 in the Summer schedule. In addition to college costs, you must add a \$80.00 Materials Fee for this State Fire Marshal CSFTES class and course completion certificate.

REQUIRED TEXTS:

Fire & Emergency Services Company Officer IFSTA, 4th edition (2007) ISBN # 0-87939281-9 Fire Management 1A Student Supplement CFSTES 2000 (Available for Download on the Course Web Site.)

RECOMMENDED TEXTS, ETC. : (Not Required)

NFPA # 1021, Standard for Fire Officer Professional Qualifications, NFPA 2003

ORDERING BOOKS: If you do not have your books, you may obtain the required textbooks by phone; on the Internet or in person at the locations provided below.

Allan Hancock College, Bookstore	Firefighter's Bookstore				
800 South College Drive; Building H	18281 Gothard Street; Suite # 105				
Santa Maria, CA 93454-6399	Huntington Beach, CA 92648-1205.				
(866) 342-5242 Ext. 3238, (805) 922-2391	(714) 375-4888 (800) 727-3327				
http://bookstore.hancockcollege.edu/	http://www.firebooks.com/				
You can also order IFSTA books directly from the publisher at: http://www.ifsta.org/					

COURSE PLAN & TIMETABLE: Review this Course Syllabus, UPDATE # 1 and other documents on the course site and prepare a "Course Plan and Timetable for gaining the information, completing all assignments on time and for success in this class. The assignments boldfaced below are required deadlines. This time management tool is for your own benefit and does not have to be turned in.

	DATES TO REMEMBER CFSTES FIRE MANAGEMENT 1
	Jump Start Classes Summer 2007 (5\29 – 6\14, 2007)
4\16	New AHC Students must apply for admission. Click on: http://www.cccapply.org/Applications/California Community College/apply/Allan Hancock College.html
5\2	Web Reg Registration (Registration on-line 5\2-18)
5\19-29	If you miss the on-line enrollment period, and do not want to travel to Santa Maria to register for classes, please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else! Either way, your enrollment, registration and payment must be
	received by May 29th, no exceptions!
5\22-23	In Person Registration 5\22-23. 5\29 with instructor signature
5\29	CSFTES FIRE MANAGEMENT 1 CLASS STARTS (5\29 - 6\14)
6\3	Goals Paper Due: E-mail to Dcoffman@hancockcollege.edu
6/8	LAST DAY TO WITHDRAW FROM JUMP START CLASSES
6\12	Scenarios\Writing Assignments – Input on all assignments on the Discussion Board due. Answers must be brought to the classroom session.
6\14	All Quizzes and the Final Exam must completed.
6\13, 14 or	MANDITORY CLASSROOM SESSION: in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am - 5pm.
16 6\14	CFSTES FIRE MANAGEMENT 1 CLASS ENDS

GOALS PAPER\EDUCATION & CAREER PLAN: Write a paper introducing yourself and if you have not done so already, include the class (es) you are taking with me in the Summer, your e-mail address (es), the last four digits of your social security number or full student ID number, full name, home address, daytime and home telephone numbers, and fire department you are affiliated with.

In this paper, identify your overall goal (s), the things you have done and personal assets that you currently have that will assist you in accomplishing your goal (s). Lay out your education and career goals, and a timeline for accomplishing them. This paper will be used by the professor to assist you in the class, and in setting the students education and career goals. An example "Goals Paper" will be provided under "Course Documents" on Blackboard.

You should refer to the college catalogue and consult a counselor to develop an "Education Plan" that supports your fire service career, that leads to an Associate of Science Degree in Fire Technology and that prepares you for transfer to a four year university.

For degree, general education and other graduation requirements, go to the 2006-2007 on-line catalog at: http://www.hancockcollege.edu/Default.asp?Page=55. For academic planning contact Counseling at: ahcconnect@hancockcollege.edu or call (866) 342-5242 ext. 3293.

Course Evaluation: STEAC 2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method

The Goals Paper should be sent by E-Mail at: Dcoffman@hancockcollege.edu. This project only requires one submittal if taking two or more classes from Professor Coffman in the Summer. This assignment is worth 100 points. For the due date, refer to the "Dates to Remember".

SCENARIOS\WRITING ASSIGNMENTS: Students will be assigned six scenarios related to the topics covered in this class as a primer for discussions and role playing in the classroom portion of this class. These scenarios will be available on the "Discussion Board" to allow a threaded discussion on each topic. All students are required to participate in these on-line discussions. Topics covered will relate to: Supervision, Management, Leadership, Human Relations, Safety & Wellness Programs, and Laws, Standards, and Liability. Your responses should be brought to the in-class session.

In addition, students are requested to bring a copy of their department's Policies and Procedures, and Forms related to each of these scenarios, their Departments Collective Bargaining Agreement (MOU) between management and labor, government and/or fire department budgets and other documents that you may find useful. If these are in a digital format, please send them to me prior to the classroom session or, if not available in a digital format and you can provide me a hard copy, please do so in person. Note: Students from the same department only need to bring one document each between them, e.g. one MOU, Budget, etc..

This assignment is worth 300 points. All scenarios will be available on-line the first day of class and must be addressed by June 12th.

EXAMS: All exams will be taken on line. Quizzes at the end of each session will consist of Multiple Choice and True\False questions randomly drawn from a pool of questions. Students will be given 60 seconds to answer each quiz question. The quiz pool questions will then be placed in a pool.

The Final Exam\CFSTES Exam will consist of 100 random multiple choice type questions drawn from the quiz pool covering Units 1 – 7. Students will be given 60 seconds to answer each question on this exam and only provided with one opportunity to take this exam.

All Quizzes and the Final Exam <u>MUST</u> be taken by June 13th. Additionally, to earn the CFSTES Fire Management 1 Course Completion Certificate, students <u>MUST</u> score at least 70% on the Final Exam.

Should any student fail to earn an 70% on the Final Exam, consistent with CFSTES Policies and Procedures, they will be allowed to retake the exam once for the CFSTES Course Completion Certificate only. The initial score on the Final Exam will be used for the class grade. Students that earn less than 70% in the class, will get an "F" in the class and not be eligible for the CFSTES Course Completion Certificate. NO EXCEPTIONS!

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ASSIGNMENT		% OF GRADE	POINTS
Education & Career Goals Pa		10%	100 points
Seven Quizzes		30%	300 points
Six Scenarios (50 points each)	30%	300 points
Comprehensive Final Exam		30%	300 points
		100%	1,000 points
	Gi	RADING SCALE	
			·
90 - 100 % = A	80 - 89 % = B	70 - 79 % = C	70% U = F

<u>CHEATING</u>: The Fire Service is respected for its honesty, and a fire service professional's integrity must be above question. Students who plagiarize or turn in someone else's work (as his/her own) and who are caught cheating will receive an "F" in the class and not be eligible for the CFSTES Course Completion Certificate. Please see the Academic Honesty Policy information located in your Student Handbook.

RETURNED MATERIALS: Goals Papers will be returned to students in the classroom.

<u>HOUSING:</u> For those of you who will have to travel to Santa Maria and need housing, please consult the following web site for hotels, http://www.santamaria.com/visit/index.html

I typically stay at the Holiday Inn Express in Santa Maria, if you stay there, ask for the "Government Rate" and bring your government I.D.. http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/smxca? requestid=334958

For Hotels in the Burlingame and Long Beach area is forthcoming.

CLASS SCHEDULE

Reading assignments will be found in the CFSTES Management 1A Student Supplement (2000) and in the IFSTA Fire & Emergency Services Company Officer (4th edition). While not specifically assigned, students should be familiar with the terms in the Glossary.

5-1 Intro UNIT # 2 Supp 2-1 Princ 2-2 Motiv 2-3 Dele 2-4 Prob 2-5 Verb 2-6 Writt 2-7 Groot 1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT # 3 Man 5-3 Inter 3-1 Eler 3-2 Man 5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	oduction entation & Administration			Reading Quiz\Exam
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2-3 Dele 2-4 Prob 2-5 Verb 2-6 Writt 2-7 Groot 1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas 4-2 Situ	tivation	2:00	CFSTES Unit #2; IFSTA Chapters #3, 4,	
2-4 Prob 2-5 Verb 2-6 Writt 2-7 Ground 1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas	egation	1:00	6-8, 9 (pp 200-215), 11, 13 (pp 295, 299-	
2-5 Verb 2-6 Writt 2-7 Ground 1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas	blem Solving/Decision Making	1:30	309), 14 (pp 324-327), 22 (pp 523-525), 26	•
2-6 Writt 2-7 Ground 1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas 4-2 Situ	bal Communication	2:00	(pp 603-621)	
2-7 Grot 1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #.3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #.4 Lea 4-1 Bas 4-2 Situ	itten Communication	1:00	NOTE: Chapter 13 pp 295, 299-309,	
1-8 Man 2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas 4-2 Situ	oup Dynamics (Classroom\Scenarios)	2:00	Chapter 14 pp 324-327 & Chapter 26 pp	
2-9 Perf 2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas 4-2 Situ	naging Conflict (Classroom\Scenarios)	1:00	603-621 Lectures & Quizzes will be	
2-10 Coa (Cla 2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Eler 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas 4-2 Situ	rformance Evaluations (Classroom\Scenarios)	1:30	covered in Unit # 5. Chapter 22 pp 523-	
2-11 Due 5-2 Grie UNIT #3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT #4 Lea 4-1 Bas 4-2 Situ	aching, Counseling & Progressive Discipline	1:30	525 Lecture & Quiz will be covered in	
5-2 Grie UNIT # 3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	assroom\Scenarios)		Unit # 3.	
UNIT # 3 Man 5-3 Inter 3-1 Elen 3-2 Man 5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	e Process	1:00		
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3-1 Elen 3-2 Man 5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	nagement			Quiz # 3
3-2 Man 5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	ernal & External Influences	2:00	CFSTES Unit #3;	
5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	ements of Management	2:00	IFSTA Chapters # 22-23 (pp 537-558), 27	
5-4 Time UNIT # 4 Lea 4-1 Bas 4-2 Situ	naging Change	1:00		1
UNIT # 4 Lea 4-1 Bas 4-2 Situ	ne Management	1:30		
4-1 Bas 4-2 Situ	adership			Quiz # 4
	sic Views of Leadership	1:00	CFSTES Unit # 4; IFSTA Chapter # 2	
	uational Leadership	1:00		
U"U LUU	adership Qualities & Traits	1:00		
UNIT # 5 Hun	ıman Relations	Regrister.		Quiz # 5
	anaging The Workplace Environment	2:00	CFSTES Unit #5; IFSTA Chapters #5 (pp	-
5-7 Affir	irmative Action, Equal Employment Opportunity, & ADA	1:30	97-114), 13, 14, 16, 26 NOTE: Chapter 5 pp 97-114 Lecture &	
	,	0.77	Quiz will be covered in Unit # 7	1
	ifety & Wellness Programs		[2] 2012年 文明 5 F5 - 本語 2 F8 5 1 F 1 F 1 F 1	Quiz # 6
6-1 Safe	ıfety Management	1:30	CFSTES Unit # 6; IFSTA Chapter # 10, 32	
	ress Management & Wellness	1:00		
	FPA 1500 Standard	1:00		1 9 × × × × × × × × × × × × × × × × × ×
	ws, Standards, & Liability	The state of the s	Constitution of the second of Statement States Company and the second of the second se	Quiz # 7
6-4 Liat	ability of The Company Officer	1:00	CFSTES Unit #7; IFSTA Chapter #5	
	uizzes On-line	2:00		
	ourse Review & Certification Exam Online	1:30		, , , , , , , , , , , , , , , , , , , ,
FINAL Cor EXAM	omprehensive Final Exam. Must be taken by 6\13, 2007		All Reading Assignments Above. CFSTES Units #1-7; IFSTA Chapters #1-8, 9 (pp 200-215), 10-11, 13, 14, 16, 22, 23 (pp 537-558), 26, 27, 32	Final Exam
Mai	andatory In-Class Sessions: Burlingame - Wednesday	8:00	See Details Above.	
6\1	13, Santa Maria - Thursday 6\14, Long Beach - Saturday 16. All sessions are from 8 am - 5pm.			

STUDENT SURVIVAL GUIDE AND FREQUENTLY ASKED QUESTIONS For Internet Classes Taught By Professor Dan Coffman

This document starts with a general overview on how to be successful taking classes on the internet, known as the "Student Survival Guide" and is followed by Frequently Asked Questions regarding my classes specifically. If you have questions that are not answered in this document, please send them to me at Dcoffman@hancockcollege.edu

Student Survival Guide

Who Should Take an on-line Course? Some really good reasons for enrolling in an on-line Course:

- You have a full-time job, a family, would like to get an education, and still have a life.
- Because of your work schedule, you can't take classes at regularly scheduled times.
- You are mobility impaired.
- You can't find or afford reliable childcare.
- You live too far from campus to attend classes.
- You are shy and hate having to speak in class.
- English is your second language. You read and write English reasonably well, but you have trouble understanding or being understood in English.

On-line students must:

- Be self-starters and have the maturity and motivation to work on their own
- Have the necessary hardware and software
- Have basic computer skills

Common Misconceptions about on-line Courses

- You think that an on-line class will be easier than a traditional course. Actually, on-line courses are as difficult as, if not more difficult than, traditional courses.
- You think it will take less time because you won't have to sit in a classroom. The reality is that an on-line course can take as much or more time and effort as a traditional course.
- You want to learn how to use a computer or surf the web. Understand that you must know how to use your computer and get around on the Internet before taking an on-line course.

The Reality of Taking an on-line Course on-line courses are not for everyone:

- Contrary to popular belief, on-line courses are just as hard and are more time consuming than traditional courses.
- Rather than sitting in a physical classroom listening to your instructor lecture for 3 hours a week, you will be reading your lectures from a computer screen.
- On-line courses typically require much more reading and writing than traditional classes.
- Instead of asking questions and receiving an instantaneous answer from your instructor, you will be e-mailing your questions. While most on-line instructors will respond to your concerns as soon as possible, you will need to be patient.
- As you will not be in the classroom, you will need to be much more self-directed than it might seem. In other words, you have to take responsibility for your own learning.

- Some students truly need the face-to-face interaction with instructor and peers. Other students find that they lack the high level of responsibility it takes to tackle an on-line class. At a minimum, an on-line course requires students to use their time wisely, be organized, be self-directed, and be willing to try new modes of communication and learning.
- Successful students often develop a course plan and timeline. Good time management and planning are necessary skills.
- Students who do well are those who are willing to put in the needed time, read the text carefully (even the dull sections), and get started on the Term Assignments immediately.
- You will be expected to check your e-mail frequently, get all assignments in on time, and not allow yourself to fall behind at all.

The Best Things about on-line Courses:

- Flexibility for those of you unable to attend a regularly scheduled course, you will not be restricted by time and place--you get to do the weekly coursework when and where you want to do it.
- No commuting to and from college; while others are driving in inclement weather or running through rain and snow to make it to class, you can be warm and dry working from your home computer.
- No transportation or parking problems to worry about.
- No need for childcare.

Things You Can Do to Insure a Successful on-line Class Experience

What Minimum equipment you will need:

- A Pentium PC, a Power Macintosh, or any similar computer capable of connecting to the Internet.
- A 28.8 modem is the minimum (faster is better)
- An Internet Service Provider (ISP).
- A graphical Internet browser such as Netscape 4.x or Microsoft Internet Explorer 4.x (it is worthwhile to download the latest browser)
- Any e-mail program such as Eudora, Microsoft Mail, Hotmail, Yahoo, the mail handler provided with Netscape etc....
- A word processing program such as Word or WordPerfect.

You should also have the following minimum skills:

- Good basic computer and Internet skills:
- Ability to install software on your computer.
- Ability to download and install files from the Internet.
- Excellent knowledge in navigating the Internet.
- Proficient in use of search engines for research.
- Ability to send and receive e-mail with attachments.
- File management skills: copy files from a floppy or the Internet to a specific directory on the hard drive.
- Word processing skills such as: how to create files, open files, save files, print files, and edit documents.

- Converting word processing documents to rich text format (.rtf). Click here for an example of how to convert Microsoft Word documents to rich text format. Other word processing programs have similar procedures for converting documents.
- The ability to read carefully and follow written instructions.
- Self-motivation and self-discipline
- Excellent time management skills.
- Ability to be responsible for self-learning.

Tips to Ensure on-line Success

- Have a back up plan. All computers eventually suffer failures. Have a plan in case yours goes down; know where you can find a back up computer in case of emergency and know how to operate its various programs. Back up or copy your homework onto a disk regularly.
- Logon Frequently. You should try to log on at least once a day (at least five days a week and more often if possible). Develop a logon routine that's comfortable with your schedule.
- On-line classes tend to generate a large number of e-mails and web announcements. If you don't logon for a few days you will be overwhelmed and might have trouble catching up.
- Respond promptly to e-mail. In the on-line environment you are invisible to the rest of the class. If you don't respond, we will think you didn't get the e-mail or don't want to respond.
- When you respond it's like saying, "I'm here!" If you can't respond immediately, at least send a quick note saying "I received your message and will reply this evening."
- Include the previous message when responding to e-mails. This will help the person receiving your response to refresh his or her memory about the original discussion. (Note: It is appropriate to include only the pertinent portion of the original message).
- Don't change e-mail addresses. Changing or using different e-mail addresses only creates confusion and delays.
- Identify yourself. Make sure that you sign your e-mail with your full name (first and last), the college you are taking the class at and the specific class the e-mail is regarding.
- E-mail addresses cannot always be associated with the name of the sender.
- Participate. You attend the on-line class by participating. You send messages and complete assignments before the due date; that's how you show that you are "present." If you lurk (remain silent) then you are "absent."
- Make your e-mail subject lines meaningful. Use something in the subject line header that lets the receiver know which task you're submitting for his or her review; the title of the assignment as your subject line is always good. Always identify your class by putting the class number in the e-mail subject line.
- Use .rtf format for attachments. If you send an instructor or classmate an attachment by e-mail, convert it to text rich format (.rft) format before e-mailing.
- Accuracy. Double check e-mail addresses. Sending e-mail to the wrong address will cause the intended receiver to be cut out of the communication loop. If you send a URL make sure you cut and paste it in from the web page. Inaccurate URLs cause others to waste time trying to figure out why they can't get to the web page.
- Flexibility and calm: These are the hallmark of successful on-line classroom experiences.
- Problems will arise and when they do, the ability to remain calm and be flexible in your thinking will keep them from becoming unmanageable. Don't panic; if you don't get an answer to your pleas for help right away, remain calm, wait 48 hours and if you still haven't resolved your problem or gotten help, send me a message with the words "URGENT

- HELP" in the subject line. Instructors usually check e-mail on a regular basis, but they can also receive several a hundred e-mails in a week, so if I your urgent message is not answered within 48 hours e-mail your instructor again.
- Pay attention to deadlines: When you don't get your assignments in on time it causes other students who need to read and comment on your work to also be late in their work.
- Netiquette: Because the student and instructor can't see each other they lose much of the ability to read between the lines in our on-line communications. Without facial expressions and body language the written word can easily be misinterpreted. The use of smiley's is a good way to provide insight of your intent when composing e-mails. Look over the suggestions at: Netiquette and The Unofficial Smiley Dictionary.
- Read and print out course "first day" information. Be sure you understand all course policies, know how you will be graded and are aware of important due dates.

Frequently Asked Questions

What do we get out of taking the courses offered at Allan Hancock College? Do these classes count toward an Associate of Science Degree, and do they transfer to the university?

Yes the following classes offered on the internet, are the core classes required to get an Associate of Science Degree in Fire Technology. These classes transfer, and are required, to gain entrance into the Bachelor of Science Degree in Fire Administration at California State University, Los Angeles. Contact Dr. Ray O. Shackelford at (323) 343-4543 or Rshacke@yahoo.com.

FT 101 - Fire Protection Organization

FT 102 - Fire Prevention Technology

FT 103 - Fire Protection Equipment and Systems

FT 104 - Building Construction for Fire Protection

FT 105 - Fire Behavior & Combustion

If you are interested in taking general education or other classes not listed in the Schedule of on-line Fire Technology classes is above, the credit course schedule lists all courses taught at AHC.

The Wildland Fire Technology (WFT) classes are core classes for the Wildland Fire Technology Certificates and Degrees or can be utilized as electives for the Fire Technology certificate and degree, or vice versa.

Can I earn a complete Associate Degree on-line or do I need to attend a certain amount of classes on campus?

While you may not have the variety of classes offered on campus, all classes, including General Education classes, are offered over the internet, you can earn an Associates Degree completely on-line. You will have to attend some lower division GE classes, required for a Bachelors degree in person.

I already have a Bachelors Degree and want to get my Associates Degree in Fire Technology. What other classes will I need to take?

With a Bachelors Degree you should have already met the General Education requirements for the Associates Degree. You will need to take the fire technology core classes and the prescribed number of fire technology elective units for the Associates Degree. Refer to the college catalogue then contact counseling at Hancock College for advisement at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293. Keep in mind you may also qualify for a "Certificate of Achievement" in Fire Technology.

Will the general education classes I have taken at the university transfer and count toward the Associates Degree at Allan Hancock?

Yes they will transfer and count toward the Associates Degree. However, the classes must be lower division classes, and meet specific criteria to fulfill the general education requirements, otherwise they will only count as electives. Refer to the college catalogue then contact counseling at Hancock College for advisement at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293.

Do these online courses qualify you to become a Firefighter or do you still have to attend a Fire Academy.

Yes and No. Many departments require a Firefighter 1 academy, however many have their own academies and do not require it. Any classes taken however, will give you an advantage in pursuing a fire service career, in the examination process, and in preparing for the fire academy, but they do not in themselves guarantee you a firefighter position.

Course Evaluation: STEAC 2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method 15

I have already participated in an out of state Associates Degree program, have taken several fire related classes while in the military, hold DOD certifications (up to Fire Officer IV) and numerous other NFPA, IFCI certifications, etc.. Would these count toward your Associate Degree program?

Some, if not all, of these courses should count, at least as an elective, if taken at an accredited academic institution. Obtain all of your transcripts and provide the catalogue course description (you can often obtain these on the institutions web site) then contact counseling at Hancock College for advisement at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293.

Also, many colleges will allow you to challenge some courses if you demonstrate prior knowledge, experience and related education, and meet other specific requirements such as completion of a number of units at that institution.

Can I take these classes and if I am still in high school?

Yes! However, You must have approval of the high school counselor and your parents. You should contact the AHC Counselor at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293 regarding permission.

Do any of the classes, certified by the California State Fire Marshal (FPO, Fire Officer, etc.) count toward an Associate Degree in Fire Technology and are they transferable to the four year university?

Generally, the California State Fire Marshal classes count as electives if they were taken at an accredited college. Most won't transfer to the university. Obtain all of your transcripts and provide the catalogue course description, you can often obtain these on the institutions web site, then contact counseling at Hancock College for advisement at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293.

Many colleges will allow you credit for SFM classes taken, Example: Fire Prevention 1A and 1B often satisfies the Fire Prevention Technology requirement. Also, many colleges will allow you to challenge some courses if you demonstrate prior knowledge, experience and related education, and meet other specific requirements such as completion of a number of units at that institution.

I am currently a fire technology student at another community college. Will FT 341, and WFT 101, 102, and 103 offered at Hancock College (all of which are unavailable at my school) transfer and count at my college?

They should transfer as electives, but you will need to contact your college advisor to get the answer.

Does your college give credit for experience?

Yes and no. The college does have an elective course that allows you to gain elective credits for current experience. They will also allow you to challenge some courses if you demonstrate prior knowledge, experience and related education, and meet other specific requirements such as completion of a number of units at the at institution. Contact Counseling at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293 for advisement.

I have over 80 units in Fire Science, and have completed all of the fire classes required for my AS degree and need the general education requirements. Can I take the GE classes on the internet?

Yes. All of the general education classes required for an associate degree in fire technology can be taken on-line. Some lower division classes required for the four year degree, such as the science/lab classes will require you to attend a campus class which you can do at the closest college. For degree, general education and other graduation requirements, go to: http://www.hancockcollege.edu/Default.asp?Page=68. For academic planning contact Counseling at: ahcconnect@hancock.cc.ca.us or call (805) 922-6966 ext. 3293.

Are these classes eligible for the GI Bill, federal and other schools loans and grants?

Absolutely! Contact the Veterans and Student Aid offices at Hancock College for information and the forms.

Are there limits to the number of classes I can take?

YES! You are limited to 20.5 units per semester. However, students enrolling in more than 20.5 units must have a 3.00 cumulative grade point average and obtain written permission from an AHC counselor. For details contact Counseling at: ahcconnect@hancock.cc.ca.us or call (866) 342-5242 ext. 3293.

What do I need to do if I am not yet registered for on-line classes?

Refer to the Registration Procedure above.

What is the cost of taking on-line classes?

For Registration Fees, Tuition and other costs for California residents and Active duty military members, stationed in California, and their dependents, as well as for nonresident (out-of-state) and foreign students go the following AHC Web Site: http://www.hancockcollege.edu/Default.asp?Page=55

What information does the professor need from you?

After you have registered, p lease send me the following information to Dcoffman@hancockcollege.edu ASAP. The class or classes you will be taking from me, your preferred e-mail address and others you may have in case that one goes down, your Social Security Number, full name, address, home and work phone numbers, fire department you are affiliated with, if any.

How do I obtain the books for these classes?

Refer to the information and course textbook requirements above.

I just got into this class, have never taken an on line class and have no idea what I should be doing or reading or anything. How does all of this work.

First off, read all of the instructions sent. In a nutshell, to complete this class, you read the assignment, review the lecture outline and take the post reading quiz for each session. There is no chatroom or bulletin board in this class, work is done on your own and at your own pace. The midterm and final exams test how much you have learned and the term assignments (Goals Paper, Application/Resume, Term Project) are completed and turned in as per the schedule. All assignments must be completed by the last day of the semester to get a passing grade in the class.

How are the on-line classes conducted?

The course requirements are laid out in the Class Schedule contained in the Course Syllabus. Except for the Term Assignments (Goals Paper, Application/Resumes, and Term Projects), this class will be conducted completely on Blackboard on the Allan Hancock Web Site. To stay on pace, students should have completed the first half of the Post Reading Quizzes and the Midterm Exam within the first half of the class, the Term Assignments must be received by the due dates and all of the Post Reading Quizzes and Exams MUST be completed by the last day of class. The Due Dates are listed in the class schedule contained in the Course Syllabus.

How do I Access the courses on Blackboard?

To access this class on-line, go to the Allan Hancock College Web page at: www.hancockcollege.edu - Click on the "Blackboard" Icon - Go to "Login", in "User": type in the first initial of your first name and the first initial of your last name, in lower case, followed by the last five digits of your Social Security Number (example: John Doe would be jd12345) in "Password" repeat the same as entered under User, you can change your password once you are admitted into the course. When you access Blackboard - under "My Course" click on the course you are taking. Once admitted to the course, you will be taken to your own control panel, you will find a menu on the left side of the page with several options. Go to "Course Documents" first and read "COURSE UPDATE # 1", then explore the remainder of the web site.

Announcements: Timely Information will be posted here for students. Students should check here at least weekly for any changes or current information.

Course Information: Contains the Course Syllabus with all Reading & Term Assignments, a Course Schedule, & Other Information & Requirements for completing the class..

Staff Information: Contains a Bio on Professor Dan Coffman

Course Documents: Contains the "Course Updates", "Lecture Outlines", each corresponding "Quiz" and the "Midterm" and "Final Exams".

Course Updates: In Course Documents. As with a campus class, I will respond to your communiqués weekly and will post "UPDATES" on grades after the assignment due dates.

Lecture Outlines: Contains the "Lecture Outlines" on each Reading Assignment. You are encouraged to print and review the Lecture Outlines and read the corresponding assignment in the text prior to taking each corresponding Quiz which are found at the bottom of the page in each lecture.

Quizzes: To take the Quizzes, click on "Course Documents" and select the corresponding "Lecture" (i.e. FT 101 Lecture 1 contains the link to Quiz 1) to access the Quiz. You are encouraged to read the corresponding assignment, and print and review the Lecture Outlines prior to taking each corresponding Quiz. The Quizzes are found at the bottom of the page in each lecture.

Final Exam: The Final Exam can be found on the "Course Documents" page. You should only take these exams after successfully taking the preceding quizzes.

All Quizzes and Exams are timed and only allow access once, after which you will be locked out. Students will be given 60 seconds to answer each question. If you do not successfully take and submit the quiz or exam within the time allowed you will see one of two characters in that exams grade box on the grade sheet. An "Exclamation Point" will show when you have exceeded the time allowed to take the exam, and a "Padlock" will show when you have been locked out of the exam due to a mistake or a server error. In both cases, I will reset the exam and you will need to take it over. I will only allow three resets in the class.

Discussion Board: Under the "Discussion Board" Icon on the left side of the home page for each class, is the communication tool for the class. The "Discussion Board" is a great bulletin board forum is to post and gain information and to expand your network. Just remember, this is a professional forum and you should keep the tone as such. If you have questions, post them here. If you want to network, use this opportunity often. If you have inquiries of a personal nature, contact me by e-mail at Dcoffman@hancockcollege.edu Don't forget to identify yourself and the class you are in.

Term Project Partners - This is the site to hook up with other students who may want to partner on the Term Project in this class.

Term Project Table - This is where you can download the Term Project Table in an MS Word format for use in preparing the Term Project.

Extra Credit: This is the site where extra credit articles, and comments on them, are posted.

Grades: To determine your assignment\exam grades, select "Course Map", "Tools" and select "Check Grade". To determine your scores look under the "Score" column.

Pop-up Blocker - Be Advised! If you click on a Quiz or Exam and it does not appear, shut the Pop-up Blocker off and it should appear.

You are encouraged to keep pace with the class schedule, however, you may take the quizzes and exams at a faster pace and complete the class early if desired.

I'm confused! Should I address you as Chief, Professor or Mr. Coffman, or would you like to be called Dan? In my brief exposure to the fire service, there seems to be two schools of thought. One where I show respect to the position of Chief and the instructor, and second, I have also had people tell me, "they are not your Chief so address them by name".

First, the school of thought that "he is not your chief so call him by his first name" is wrong! If the chief gives you the option to call them by their name then how they are addressed depends on you. I am not hung up on the title and feel that titles often put barriers between the teacher and student. On the other hand, I tell my classroom students that calling me chief will get them in the habit of addressing superiors by their rank, an absolute in the fire service. You can address me by title or by name, whatever you prefer.

How should I expect the professor to respond to my inquiries and submittals?

Except for those periods when I may be away from the office for an extended period of time, I will respond to your e-mail messages within a couple of days and at least weekly. I will not update the grades and comment on the assignments however, until after the assignment due dates. Grades and comments will be posted to the class web page in Blackboard. See the course syllabus for assignment due dates.

For example: I will acknowledge receipt of your Goals Paper. However, because many students need similar direction, I will read and answer them when a majority of the students have submitted this assignment and make general comments to assist you in developing a education and career goals plan. If you would like your Term Assignments (Goals Paper, Application/Resume and Term Project) returned to you, send a SASE with the appropriate postage to me.

I would like to take three of the Fire Tech Classes. Do you think it would be too hard for me if I sign up for three classes? I work 7 - 5 M-F, a single parent with 2 kids.

As far as your ability to take three classes, that would depend on how good a student you are, the classes taken and other of life's responsibilities. I would recommend a max of 2 classes in the Summer and four classes in the Fall and Spring Semesters. Take FT 101 - Fire Protection Organization and FT 105 - Fire Behavior & Combustion first, these are the most basic. Next take FT 103 - Fire Protection Equipment and Systems and/or FT 104 - Building Construction for Fire Protection. Leave FT 102 - Fire Prevention Technology till last, this course is the hardest and best taken when familiar with the content covered in the other four classes.

How long does it take most students to finish the course?

That depends on your schedule and other of life's commitments, how detail oriented (picky) and complete you are, and

your preparation and learning ability.

The "Carnegie Academic Standard", which is the standard used by accredited colleges and universities, requires 2 hours of study for each hour of instruction. Since, in an academic course, such as these, each unit represents an hour of instruction over an eighteen week semester, a 3 unit class would be 54 hours of instruction. When you add 2 hours of study for each hour of instruction and the total time commitment is 162 hours per class. Be advised however, classes with a lab (hands-on) component have more classroom hours and thus this ratio does not apply.

If you already have a college education or if your prepatory skills are at a college level (English, Reading and Math), you probably know how to study, it should make the academic experience easier and it will probably require less time for study. Be Advised! take your academic skills assessments before you register for classes. If you need remediation in Math, Reading and\or English, take those classes first! It will make the learning experience better, will result in better

grades, and provide a foundation for success in your life and academic goals.

If I am taking more than one class with you, do I need to write separate goals papers, and fill out and type separate applications and resumes for each class?

NO. You only need to do one goals paper and application/resume for all classes you are taking with me this semester. However indicate the classes they are for so that you get credit. If you have taken a class from me previously, you must update these assignments and turn them in. These assignments MUST be updated and submitted each semester in which you take classes from Professor Coffman.

I was reviewing the term project requirements for your Allan Hancock College FT 101, 102, & 105 courses and would like to clarify that the extent of our term projects will consist of completing the Term Project Table provided in our course syllabus as opposed to preparing a typewritten, five or ten page, term-type paper. Should the Term Project Table be used as a guide for writing a term-type paper or is a completed Term Project Table be the item I will turn in?

The Questions should be answered in the table, however the project should include attachments, for example: in FT 101, in the question about personnel and functions, you might mention the number of personnel employed by the agency and a general overview of the functions within the department (Fire Prevention, Operations, EMS,, Training Divisions) refer to and place the Organizational Chart in the appendices. In FT 102, the Plot Plan, Site Plan etc, would go in the Appendices. In FT 105, the newspaper clippings, incident or after-action report would go in the appendices. Sources of your information should also be included in a Bibliography.

How should I submit assignments to the Professor when completed?

Except for the Term Assignments (Goals Paper, Application/Resumes, and Term Projects), this class will be conducted completely on Blackboard on the Allan Hancock Web Site. Term Assignments must be received by the due dates. The Goals Paper, Applications/Resumes and Term Projects must be typed & should be mailed to: Professor Dan Coffman - Allan Hancock College Fire Technology Program, Post Office Box 1130 Huntington Beach, CA 92647-1130. Do not send mail requiring a signature, UPS or other parcel service. I do not pick up my mail during business hours and your projects will be returned!!!

All submittals should all have your name, college attending, and the course number (FT 101) on all documents i.e. e-mail message, attachments, etc.. If you are taking more than one class, send assignments for each class separately.

What happens if you are using a modem connection rather than a DSL line and you are kicked off the server while taking a quiz or exam on Blackboard? le AOL likes to do that to people all the time, any suggestions?

What ever the situation, I will give students a second try on two of the quizzes only and not on the midterm or final exams. You may want to get another provider like hotmail or use another secure server for test taking.

We are required to apply for a job while taking your classes. Where can we find fire service job opportunities?

Fire service job opportunities can be found in the Allan Hancock College Career Center, in the newspaper, California Employment Development Department or through numerous other sources. The most comprehensive source I have found is on the Perfect Firefighter Web site for a fee. It also has bulletin boards and chat rooms for free. The Perfect Firefighter Fire Service Jobs and information http://www.firecareers.com/

Another Job Service for technical positions, such as fire prevention, and promotional opportunities can be found in Jobs Available at: P.O. box 1040 Modesto. CA 95353-1040.

A good free web site for fire service jobs, applications, etc. is FIREHIRE® Inc. Go to the FIREHIRE web site. http://www.firehire.com/ click on Click here to view the consortium recruitment agencies latest job announcements and look for a job you qualify for, even if the filing date has expired, You can print the job requirements flier out, then go to Candidate Information at http://www.firehire.com/candidate_intro.htm click on downloads then the application packet, save it to the computer, fill out the app, save it and print it.

Dates to Remember: See "Dates to Remember" Calendar above.

I am unable to complete the online class and will have to drop. What do I need to do?

First, refer to the "Dates to Remember" above for the final drop date. This deal is for classes taken with Professor Dan Coffman only, however you may check with the other professors to see what their policy is. If you must drop the class one semester and plan to enroll in the same class the following semester, I will leave you with access to blackboard allowing you to work on the assignments, quizzes and exams for the rest of the semester and will count all work completed for the following semester, but you must let me know your intentions when you initiate the drop. Drop Procedure: Students may not withdraw (drop) by email. Please send a written letter requesting withdrawal to:

Allan Hancock College Admissions & Records Office Request for Withdrawal 800 South College Drive Santa Maria, CA 93454-6399

The letter must include the following information:

- 1. Your full name.
- 2. Your social security number.
- 3. A statement which indicates that you would like to drop a course(s) -- (please include the name of course and ticket
- 4. 4 Your complete mailing address.
- 5. Your signature.

If you would like a receipt of the drop, please indicate so in your letter. The letter must be received by the final drop date; requests for withdrawal received after the final drop date will not be processed and may result in a failing grade.

NOTE: I am adding to this list as questions arise. If you have any problems or questions, contact me at Dcoffman@hancockcollege.edu ASAP!

Thanks; Dan Coffman, Professor

State Training & Education Advisory Committee

2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method

COURSE EVALUATION
PO Box 944246

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Because of the ability to complete most of the course on-line Advancement opportunities Fire officer cert. Requirements for promotion For education and career advancement Acting as a company officer on a patrol; enhance career prospects To obtain Fire Officer Certificate and improve skills in a managerial role. Career advancement / Company officer Certification Lack of time made taking the course online the best way Require Class for Officer Cert and promotion to captain. Fire Officer Certification For fire officer cert Advance toward the promotion Fire Officer Cert Ongoing Education What information was most useful? 2 Respondents were diverse in their responses to this question. However, they generally indicated the materials covered Comments in Management 1 would improve their abilities as a Fire Officer. Generally all the information was useful. Managing Employees Management styles Entire course How to manage and lead a crew In-class discussion of scenarios Management of difficult employee The course content Scenarios How to deal with personnel issues Interpersonal communication The updated IFSTA book was excellent with good references / exercises through the class. Leadership Tools Lack of time made taking the course online the best way Different law and procedures. Personnel Info Leadership & Ethics, Decision Making No Well organized? Were printed materials No 2 Yes Complete? No 4 23 Yes Accurate & relevant? No Readable (well printed)? Yes While the Management 1 Student Supplement was generally panned for being out of date, the printed material, Comments including the IFSTA Fire & Emergency Services Company Officer (4th ed.) was well received. 1 think the State material is dated. No advice. IFSTA Material was excellent - CFTES material unnecessary, redundant, and out of date. Excellent format for the class. Seemed like a lot of quiz work but I thought it was a great class. Although the state handbook was complete the material as outdated and not useful. In the future the IFSTA manual is the only material that was needed Inconsistent text edition & class paperwork I thought the instructor notes and instructions were very good. I also thought the course book was very well written. Excellent textbook IFSTA book is excellent. Supplement was not that relevant. The current student manual is out of date Yes No: Related to the course? Were audiovisual Materials 4. Yes 27 No Of good quality? Yes In appropriate number (too few, too many)? 27 No No Easy to see? Comments No advice. Easy to navigate PowerPoint Course Evaluation: STEAC 2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method 22

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They were fine. Very Good Satisfactory No improvement needed I understand that the syllabus defined the correct texts, but the State supplied materials referenced a different edition. A/V was excellent No improvement necessary, the book is very good. Don't use the CDF textbook. It is out-of-date and nowhere near as good as the IFSTA text. The online format was useful in forcing the student to use the textbook and research the topics. It was much more helpful than simply listening to a teacher talk. More relevant to class IFSTA Manual is sufficient. No additional manual is needed How could the course content or structure be improved? Q. I feel course content was appropriate. Comments No advice. Do not need classroom portion. Post web blogs for discussion items. Take a sampling of the most interesting scenario responses and post them for comments. Reading materials more pertinent to the class Give the students more time. No class time The course needed to be a week longer. More group work in class section Satisfactory Discussion board is key to student interaction. With an operational discussion board a in class session is not necessary I believe the classroom portion could have been done on a discussion board online. I don't feel that there is a need for the classroom portion of this class. I think the entire class can be presented online Drop the 8 hour classroom requirement. An all online class would be preferred, along with Blackboard style discussion boards. Do less busy quiz work and do more real life scenarios that you will be faced with as a company officer. More lead-up time to read the textbook thoroughly. Improve and continue the web-based format. For several of the CO classes, the web based format is better in that it forces the student to find answers, not just given to them. Provide a discussion board to increase class interaction In class day could be more focused. No class room needed for this course How could the instructor improve the class delivery? 10. I felt the instructor did well with delivery and made himself very accessible. Comments No advice. The problem areas were related to this being the first class of it's kind and will smooth out the next time it occurs. Considering the time frame he had to make it happen I don't think it could have been improved upon. I know it was the first time giving the class but the classroom portion seemed a little unorganized. All online, bulletin board I don't feel the class time was necessary. Discussion board should have been operational No improvement needed Great instructor No improvement necessary, the instructor is very good. Do more scenarios. Class offered over a semester type time frame will help it be more manageable. All else was great. I am aware the instructor had many E-mails to respond to, However there were times I did not get replies for questions for several days, this made completing some assignments within the allotted time difficult with my work schedule Good delivery Eliminate class room section, or give scenarios only during class. Great Job Needs 13 Good Fair Excellent How would you rate this course? No Response 1 Improvement It was hard but not impossible. I learned a great deal about Managing Firefighters and Fire scenes. Comments: Very good Course Evaluation: STEAC 2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method 24

		It was to short to cover the amount of material.
		Excellent course overall.
12.	How would v	ou rate the Primary Instructor? Excellent 22 Good 4 Fair Needs
	No Response	1979 19
	Comments	He answered all of my email questions in a timely matter.
	Comments	
		Excellent course overall.
3.343	Stylener Ste	Committed to educate in Class
13.	How many h	ours did the Primary Instructor teach? 8x20 Hours
		8+
	Stage Stage Stage	40x2
		40+
		2x3
	Comments	8 hours in classroom. Uncertain how much time he spent total – had to be hundreds!
	Comments	
		8 in class hours X 2 Bring Officer Courses by Internet Hybrid Method
		Questions on the Beta Test Delivery of the Fire Officer Courses by Internet\Hybrid Method
14.		er taken an Internet\Hybrid Class? Yes 10 No. 17
	Comments	Leader Committee
15.	How would	you rate the internet\Hybrid Excellent idea 26 Good 1 Fair idea Not
	delivery of the	ne Fire Officer courses? Appropriate Advantage Appropriate
	Comments	This method of delivery should have been offered a long time ago.
		Need more of these classes
		the state of the s
		Needs to be better organized since the class was only 3 weeks.
		This is great, we need more classes like this
		This type of class fits well with my schedule. I hope they continue.
		It is a great option for us.
		It is more practical for most of the classes and allows research and reading of the material. Most in-class Fire Officer
		classes have been rather unproductive in my experience. I learned a great deal more in this class
	224	Very convenient
16.		u you rate the mitoriculation and a second
		110 30 9 41 0 9 4 (A)
	Comments	For the first time it was excellent, but I could see it getting better.
		It would have been nice to have the in class session earlier in the schedule. I was done with the entire class before we met
		for class so it did not foster a good training environment.
		No class time needed for THIS course
		The classroom session while informative, was not necessary for this particular course.
		Should be all on line
		Again it is a great format for many, esp. those who are motivated and can learn the material that is applicable to them and
		skim over the material they already know or need to review.
25-6-25-6		Skill over the material they already know of freed to review.
17.		the Internet Hybrid delivery of this course be improved?
	Comments	This Officer class was just as good as any traditional "in-class" Officer class that I have taken.
		No advice.
		Eliminate classroom portion.
esa.		Could be done entirely online with a group discussion at one time to cover scenarios
100 S		 More time aloud for the class. Allow the students to take as long as they want for quizzes. Locking the quizzes out for
		taking too long prevented the students from taking them at work and made the class much harder.
		No class
		Use on-line discussion
		Satisfactory
255 SEC.		No improvement needed
	t grant in	As stated in 15 above, simply better organization & timing
		Completely online, no classroom
		Via a discussion thread for the scenarios and other classroom activities.
1000000 2000000000000000000000000000000		
		6.4 ¹
		All on line
		Discussion board would be helpful for future classes.
		Continue to offer classes with motivated teachers that provide the right format. Professor Coffman's course was an
1325		excellent baseline for these classes.
		Quicker response from instructor on e-mail questions
1 2 X		Provide discussion board for more interaction

35 to 100 to		• I think the class could be 100% online. Interaction and questions could be done online rather than in the class room.
		No class room, or class only for scenarios
		 The amount of time given to complete this class should be extended. At times, I was reading simply to remember items for
cristif () Quinting		the test rather then trying to commit them to memory to be used in my job.
		Better Communication between student and teacher (slow Response)
18.	How would Assignment?	you rate the Goals Paper Excellent idea 10 Good idea 16 Fair idea 1 Need Changes
	Comments	I think you need two examples: One from an individual not yet in the fire service and one from an established firefighter.
		• It is good to write down your professional and personal goals. It gives you a sense of worth and also helps you to be a
		better employee and family member.
		 I didn't like it at first but it did get me thinking and organizing my path to promotions and how high I want to go in the
		system.
		Gives the instructor an understanding of the individual students background and needs
		Due to the shortness of the class this needs to be rethought
		A good introduction idea and to put goals onto paper.
		It gets you to actually map out and plan your career goals.
		Good tool for online course work
		Makes you sit down and go over your future
19.	The state of the s	ou rate the Quizzes? Excellent Idea 13 Good Idea 12 Fair Idea 1 Need Changes 1
	Comments	Appropriate, some info seemed fairly unimportant.
		Made you stay on top of the course material. Made you stay on top of the course material. Made you stay on top of the course material.
		You need to get rid of the time limit to the quizzes. This class would have been much easier, time wise, if we could have
		taken the quizzes while on duty.
		Like the multiple short quizzes Maybe too many
		Maybe too many No improvement needed.
		No improvement needed Small errors with the answers
		NATION AND A STANLAR AND
		16 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
		To a second Character and more time on according
		At times a bit many questions but maybe due to the short class period.
		At times a bit many questions but maybe due to the short class period: Good tool for online course work
		Quizzes were challenging and relevant.
		Preferred not to be timed
20.	How would a	you rate the Scenarios? Excellent idea 16 Good idea 10 Fair idea 1 Need Changes
	Comments	The exercise made one apply the course material.
		AS I stated earlier they made you think about and use the Managerial tools taught in the class. They also made students
Reserve		accountable for their work.
		 I think the scenarios would have been more useful if we used the classroom portion to work them out together.
		Repetitive and lengthy
		No improvement needed
		This is the type of situations a lot of new fire officers will be walking into. The scenarios made you think on what to do and
		how to handle yourself in a professional manner.
		Seemed like the scenarios kept feeding into same answers it would be better for scenarios as you go on to make it more
		reasonable.
		Allows you to apply practical knowledge to the research
		Better tool when discussed in class session
		Use more as a discussion than a paper The Scenarios what format do you feel would meet the Classroom 7 Internet 13 Internet\ln 6
21.	requirement	ts of this assignment? No Response 1 Class
	Comments	I liked the way it was done.
		No improvement needed. After the scenarios are turned in and graded it would an excellent learning point if there was a
		forum on the blackboard where students could view the way other students approached the scenarios. This forum would
		be voluntary and read only.
		An online thread would work to discuss the scenarios. The same has a learning experience both ever the interpret and in the classroom.
		They can be a learning experience both over the internet and in the classroom. The internet would be more than precised for those congrigor. The classroom setting was akey but I feel it could have.
		The internet would be more than practical for these scenarios. The classroom setting was okay but I feel it could have been managed more effectively through an online discussion. I have found that I am more engaged when I'm able to
13.48		been managed more effectively through an online discussion. I have found that I am more engaged when I in able to contribute my thoughts in my own environment, setting and free time
		Better forum to get broad perspective on issues and challenges for supervisors
	LONG COMES CONTRACT TO SELECT	AL A TIME INTEREST IN THE RECORD OF DEPONIES OF 1990 OF 1990 OF 1990 AND LANGUE

SOME.		Student interaction is the most important part of the Scenarios
22.	How do you	feel the Final/Certification Exam should be given? Classroom Internet 23 Internet/In 4
		Class
	Comments	I think it may be a good idea to offer an option.
		Either one would be fine but it would be nice to have the classroom portion before the final was due.
		All online
		No improvement needed
		The current online method I thought worked well.
		It is great taking the test from home when you are ready for it.
		Online is just as well and more convenient for the student allowing more time on the material than driving, etc.
		Internet was fine / classroom would have been ok too
000	N	the Management 1 Student Supplement should be used in this class? No Response 2 Yes 10 No 15
23.	Comments	It felt dated and incomplete.
	Comments	11. L. L. L. L. Ett. F Head the department of the food
		D. L. J. J. B. and of data. Net monday at all far the guizzon of final
		the state of the s
		Although I did not use it, it should be available Although I did not use it, it should be available and not useful.
		Although the state handbook was complete the material as outdated and not useful.
		Yes, If current
		It was unnecessary
		The Textbook has so much information; a supplement would be too much information.
		After reading this I felt that I didn't use it at all
		• It was not very applicable to this course. There is already more than enough information with the textbook that is excellent.
		It seems that if you throw too much information / books with unreasonable reading assignments that you are more likely to
		read less.
		Unknown I was not able to acquire it
		The IFSTA book provides newer and better info
		I am not sure what you mean by "Supplement."
		I think that there was some good information, but that it was not laid out as well as the IFSTA book.
24.		the IFSTA Fire & Emergency Services Company Officer (4th ed.) should be used in this class? Yes 25 No 2
	Comments	It still seems to be too much information.
118		Having taken psychology and management classes in college, I felt that the information was very similar. This text
		discussed many higher educational topics and theories.
		Excellent and up to date textbook. Additionally this will be the main reference source for most of our fire departments
		Captain's exam.
		Let's stay as current as possible with the material.
		Again, I did not use this book either
	100	No improvement needed
		Yes, I thought this book was well written.
	44	Excellent update.
		Provided a good general concept of company officer skills and knowledge
		Great Book
25.	This class is	s currently required to deliver 8 hours of instruction (scenarios) in the classroom. Do you Yes 12 No 15
000000 00000	20 July 10 10 10 10 10 10 10 10 10 10 10 10 10	scenarios should remain in the classroom?
	Comments	This class could be taught 100% online This class could be taught 100% online 2 No. 19
26.	Using the c	ourse matrix in the Synabus, are there arry of the sections that work addition in systems year.
		aught in the classroom? No Response 6
	Comments	If the class is required to type them all out and do the research for the scenarios before class it doesn't do a whole lot to do
18502		them again in class. The scenarios were good but have them either all internet or all classroom.
		Discussion board
		Classroom discussion is always the best, but for this management overview class online would have worked just fine. This 0 by acceptance was not year and was a few times. This 0 by acceptance was not year and was a few times.
		I thought the 8 hr class was a joke and frankly a waste of my time. This 8 hr session was not very well thought out and was
		really only 2 hours of management class and the rest of what the state was doing. I had already spent 40 hours at least on
1.348		this class were normally I spend 25 at most. I don't mind the 40 hours I mind the wasting of my time which was done for
	The sales	eight hours of this class.
		I have taken several online classes for the Fire Technology series and have found it to be convenient, informative and more I have taken several online classes for the Fire Technology series and have found it to be convenient, informative and more I have taken several online classes for the Fire Technology series and have found it to be convenient, informative and more
		conducive to learning. It forces me to be engaged where many of the classroom settings are boring, un-engaging and merely a to do list for many of the fireman. I do believe some classes are better in person (i.e. Command) where going
		merely a to do list for many of the fireman. I do believe some classes are better in person (i.e. Command) where going over live scenarios with immediate feedback is important. I think many of the other classes can be taught as effectively or
		over live scenarios with immediate reedback is important. I think many of the other classes can be taught as electively of more effectively online.
LOAN COLOR	on the same of the first first fills.	THE FOUND DISCUSSIVE VICTOR OF THE PROPERTY OF

	The class room session was the ideal place to discuss the scenarios, it was helpful to hear many perspectives on the			
27.	when this class is taught in an Internet/Hybrid fashion in the future, how many weeks should the class be?	2x3=6 2-3=2.5 3x4=12 3-5=4 4x7=28 5x2=10 6x2=12 6-8=7 7.5=7.5 8x4=32 16=16	Weeks Average 5.074 weeks (137,÷27)	
	 Two weeks was fine. I did ninety percent of the work in the last week which worked well for the final I found I had plenty of time to complete with work and a toddler 2 weeks would have covered it for me now that I am prepared. That's the key; students need to be one. A little more time to cover all the course requirements With enough lead-up time I think the actual 3 week period is enough. Semester long. The three week course was too short and was difficult, considering most of us are families, etc. With a tight work schedule it is helpful to get prompt replies on e-mail questions from the instructor More time for the tests would have been helpful. 	ready to go		
28.	Time line seemed short. What other issues do you want to see addressed to improve this class?			
	 This form of classroom delivery and convenience is long overdue. The California Fire Officer Class perfectly for this method of delivery. The convenience afforded to the working firefighter who is looking to obtain his Fire Officer Certifical appealing. Ultimately, these classes should be offered on a basis where someone can just take them at anytic reasonable pace. None. I think the questions covered them all. Thanks to CFSTES, Alan Hancock college, and Dan Coffm and fortitude to make this happen. With my life situation (disabled kid, wife that works) the tradition me. I believe also that this format forces you to learn the material better as you are not spoon-fed service classes. Also when you have been in this business 17 years the war stories become fatigum minimizes your exposure to these. I look forward to additional on-line classes and completing my certification. Thanks again! With my schedule this type of class worked very well. I am unable to take a week off to attend a cloption keeps my fire service education options open. I hope they keep going; otherwise my fire service in the get go what the expectations are. It is a great option to take these courses online. You actually might learn more. A good map to show the location of the classroom. 	an for having an format wi unlike most uing – this formates take fire officiass like this.	nakes it most g the courage Il not work for traditional fire mat cer The internet	
	 I would like to see more online classes for all the Fire Officer Classes. Professor Coffman has ma applicable class. The Fire Officer classes need to be present with the times. The flexibility of the more people to take these classes of whom already have busy lives and will get more out of them. I am hopeful to see the entire Company Officer curriculum offered in this format, it is very conven student More variety on the scenarios. Quicker feedback via e-mail Clarification of Scenarios 	online factor i. ient for the v	will allow working	
You	comments on this course. & the Internet\Hybrid delivery of the CFSTES courses generally, will significantly contribute	to the future	delivery of	

this course & the CFSTES courses. Your evaluation & comments will be included in my report to the California Statewide Training & Education Advisory Committee. While your name & contact information is helpful for follow-up purposes, except for specific permission granted above or quotes, with your specific permission, your name & contact information will remain confidential. THANK YOU FOR YOUR INPUT!

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Fire, Safety and Emergency Medical Services

May 26, 2007

Chief Richwine

Thank you for your request for clarification on some issues regarding the Company Officer courses we will be teaching as hybrid classes this year. As you know STEAC had a subcommittee to evaluate the learning domains that MUST be taught in the classroom and which learning domains could be taught online. STEAC accepted these recommendations and gave AHC a year to beta test the courses.

My goal was to find instructors for each company officer course based on their reputation for excellent instruction. They were chosen from all over the state, one for each course, and I will hire them to convert and teach the hybrid company officer courses using the SFT course outline and instructor material. All SFT enrollment limitations will be strictly adhered to during the beta testing process.

Each class will be taught at least twice during this beta test period. Evaluations by both instructors and students will focus on instructional methodologies and course effectiveness.

I am working with other community colleges to see if the in-class sessions may be taught in other location near where the instructors live. The Fire Management 1 classes will have in-class sessions in the Bay Area, Santa Maria and in Long beach. Some of the courses may only have their in-class sessions taught in the central coast. A regular CSFTES certificate will be sent to each successful student.

I-300 is the only course that will not be tested. NWCG has not released I-300 for online instruction. The most of the other courses will be taught in the Fall and Spring semesters of the 2007 – 2008 school year. The first course to be taught will be Fire Management 1. It will be taught at the beginning of summer.

The courses will be converted to Blackboard for the beta testing at Allan Hancock College. Once the beta testing is completed recommendations for approval will be made by the subcommittee on "Company Officer Online Instruction" to STEAC.

After the approval for online delivery, the converted courses will be given to SFT. These Blackboard courses will be generic, much like the lesson plans, and the instructor will be able to enhance their courses based on the instructor's expertise.

I will update STEAC at each of our meetings on the progress and feedback of the courses.

Remember this is a beta test. That means changes or refinements will be made after each course offering to improve the class.

The consistency in SFT courses comes from the Certification Training Standards and the course outlines they generate. Different methods of instruction will not change the knowledge, skills and abilities of the students if the course outlines are followed and each learning domains are taught to meet the exit skill requirements.

This beta test is taking several instructors many hours to convert the courses. When commercial test books are approved they have test banks, instructor manuals and PowerPoint presentations in a digital format for the instructors use. This greatly reduces the amount of time needed to convert a class for online presentation and will also insure consistency.

The success of this beta test is dependent on the quality of the course conversion, the level of understanding the instructor has of online classes and their commitment to teach the best class they have ever taught. Not because it is much harder to teach an online class than it is an in-class courses but because these classes are being taught under a microscope.

This truly is an exciting time.

David E. Senior, Director Fire, Safety and EMS Allan Hancock College

Course Management/Development

What is the platform? Will the course be converted to other platforms?

The courses for the beta test will be put into the Blackboard format. Any instructor/college can change the format to fit the platform they are using.

Who/what will be the central repository of the developed courses.

The basic beta test courses will be given to SFT and made available to anyone that wishes to have a copy.

Who determines the locations of the mandatory class sessions?

The instructor

• Who monitors/validates their attendance?

The attendance is validated by course work completion by set dates, entries in threaded discussions and/or mandatory chat room work. Like any course taken the most important part of the course is student learning. If the student learns the required information the amount of time they spent is immaterial whether longer or shorter. Most online classes are harder than in class courses.

• How can you ensure the person taking the class is really the person who shows up for the classroom sessions?

As in any course the person that comes to class in middle of the course is expected to have the knowledge from the online portion of the course. A quiz at the beginning of the first classroom session covering the online material will ensure their knowledge and their ID will validate who they are. This only one of several ways.

How many students will be able to attend online?

At this point in time the maximums for the courses are exactly the same as classroom courses.

Instructors

• Can other instructors have the course syllabus and related materials to teach a course in their area?

All the general information that is required to teach the class will be given out in the Blackboard platform. Just as in the information given by SFT for classroom presentations. The instructor will only need to add their own additional course material the same way they do with their classroom courses.

How are instructors trained to deliver SFT courses in this format?

Community colleges have training sessions for their instructors based on the platform they use at that college. Most colleges require instructors to have this instruction before they are allowed to teach an online course. This instructor training is necessary to give the instructor the necessary tools to teach a good online class.

• Will SFT develop and make available a Train the Trainer for instructors?

SFT is only allowing these courses to be taught in an online format if the instructor elects to teach in this format. The instructors will be responsible to meet the requirements of their institution or online provider.

Students

How are the students able to interact with other students/instructor?

There are several ways this can happen, team projects, chat rooms, threaded discussions.

How will they complete assignments?

They can be emailed or mail a hard copy, instructors choice. Some assignments may require filling out an online form or may answer discussions questions in a chat room. There are several options.

Do they use the same materials? How are they graded?

The materials will be the same as the instructor uses in the classroom. The instructor grades the assignments and re-emails them back to the student or puts them in a self-addressed stamped envelope provided by the student and sends it back to the student.

Beta test

 Because this is a beta test, will the students receive credit from Allan Hancock? Will SFT recognize these courses as meeting the requirements for the Fire Officer Certification?

Yes this is a college class and meets the same student learning outcomes as the classroom course.

 How will SFT be able to distinguish between online delivery Beta test and classroom delivery at another host agency?

The question really is "do the students have the required knowledge, skills and abilities (KSA) at the end of the hybrid class?" This is tested by exam at the end of the course. The SFT Fire Officer Certification courses are driven by the students obtaining the KSAs and proving their mastery by an evaluation process. If there are the same exit skill requirements then there should be no need to differentiate between classes.

Evaluation

• What is the evaluation process for the course, instructor and overall learning experience?

During the beta test there is an evaluation filled out by each student. The instructor also evaluates the course and effectiveness of the learning domains taught online.

• Will students be asked for their evaluation/input of the online methodology?

Yes

• What evaluation process will measure and compare the success/failure of students compared to standard delivery methods?

Presently the evaluation is of the course the applicability of online instruction for the allowed learning domains. What we do know is that online instruction is not for everyone. Students inexperienced with online courses do not realize the difficulty of the course and understand they must be self-disciplined enough to complete projects ontime.